



Special Educational Needs Policy

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| Date of last review: | 2024 | Review period: | Annually |
| Date of next review: | 2025 | Written by: | Rebecca Garratt |
| Type of policy: | Statutory | Committee: | FGB |
| Signature: | | | |

Introduction:

This policy has been formulated in response to the SEN Code of Practice 2015.

A – Basic information about the school’s special educational provision

1. Aims and Objectives:

WFS is a generic special needs school for children aged 3 – 19. We also have Russell House; a 16 bed weekly residential unit. We have been in our purpose-built building since April 2015.

Our vision is to truly ensure that we meet the individual needs of all children at WFS and prepare them for adulthood.

At our school **We Foster Success** by providing a safe, happy environment in which all pupils can develop and achieve.

Our values at Wyre Forest School are:

Enthusiasm

Resilience

Honesty

Teamwork and Trust

2. Special Educational Provision:

All pupils at WFS have an Education, Health and Care Plan (EHCP), or an EHCP is in the process of completion. The EHCP identifies each individual child’s Special Educational Needs and the appropriate provision in place to meet those needs. WFS is a generic special school.

3. Specialist Facilities:

The School was purpose built as an establishment for pupils with Special Educational Needs. The Governors and staff are constantly reviewing and seeking to improve what we view to be excellent existing facilities for pupils and staff.

B – Information about the school’s policies for the assessment and provision for all pupils with special educational needs

4. Allocation of Resources:

The school’s resources are derived from the LA’s budget formula for Special Schools and from additional funds raised by the school itself or donated by community and individual support. These financial resources are managed by

the Governing Body which makes decisions about their allocation annually, and reviews arrangements regularly throughout the year. The resources are targeted to meet each child's individual Special Educational Needs, which may vary from year to year. Additional exceptional funding requirements for curriculum development, and/or materials and equipment identified by staff, may be funded from reserve or donated funds.

5. Identification and Review of Pupil Needs:

Each child's Special Educational Needs are identified in their EHCP. This is reviewed by WFS at least annually in consultation with parents, carers, staff and other professionals. Informal meetings and reviews of specific issues are also held as deemed appropriate depending on circumstances and developments affecting each individual.

6. Curricular Access:

The school seeks to provide a broad, balanced, relevant and differentiated curriculum (including, where appropriate, the National Curriculum) for all of its pupils. Given the diverse age range of the pupils (3-19) and the wide ability range present, this necessitates small working groups with enhanced adult support to enable this basic entitlement to be realised. Staffing levels, staff training, resources allocation, and the evaluation of existing practices are all crucial factors for each child's curriculum needs to be addressed.

7. Evaluating Success:

The Governors hold regular meetings at which matters affecting the effective working of the school are discussed. Through the cycle of Ofsted Inspections the Governing Body welcomes the opportunity to re-evaluate the Schools progress and achievements.

8. Complaints from Parents/Carers about Education Provision:

These would normally be made to the Headteacher, or alternatively to the Chair of Governors. Parents/Carers are provided with details of the membership of the Governing Body annually via the school's newsletter, together with any changes as they occur. It is also updated on the website.

C – Information about the school's staffing policies and partnership with bodies beyond the school

9. In-service Staff Training:

All staff are eligible to apply for relevant courses. The budget available for such courses is delegated by the Governors to be administered by the Headteacher. Teaching and non-teaching staff are encouraged to improve their skill levels through staff training days (at which attendance is compulsory) and through other courses and meetings. All staff are invited to suggest subjects for staff

training, and these suggestions are discussed in staff meetings. The school uses Virtual College to ensure all statutory training is completed and has developed a bespoke way of differentiating training for staff. There is also a clear induction, including training.

10. External Support Services:

The school is supported, when required, by Worcestershire Integrated Specialist Support Service (ISSS).

We purchase Educational Psychology services as required outside of the statutory requirements that are fulfilled by the Local Authority as well as additional time to support individuals. We also have additional time and service level agreement with Occupational Therapy, Physiotherapy, and Speech and Language Therapy.

11. Partnership with Parents/Carers/Families:

Close partnership between staff and parents/carers/families is essential if our pupils are to make effective progress. A Deputy Headteacher is responsible for safeguarding and families. We also have a Friends of Wyre Forest group which is led by parents.

12. Links with Other Schools and Arrangements for Transition:

Within the process of reviewing EHCP's, consideration of possibilities for inclusion in to mainstream schools are considered. Curriculum links have been established with the local schools.

13. Links with the Health Service, Social Services and Voluntary Organisations:

The school has personnel from the local Community Health Care Trust working permanently on its staff, i.e. nurses, physiotherapists, etc. and a social worker hub.

Final Statement:

As a Special School, WFS has an essential role in providing for the Special Educational Needs of pupils within the broad spectrum of educational provision available in North Worcestershire.

Governors and staff welcome the opportunity to present our policies for meeting our pupils' Special Educational Needs within this well established, vibrant,

successful and popular school.

The Headteacher will be pleased to clarify any of the information and issues raised in this policy.